Unit title	The Hospitality Industry
Guided learning hours	60
Number of lessons	20
Duration of lessons	3 hours
Links to other units	
● This unit has links with all other units within the specification.	

Key to learning opportunities			
AW	Assignment writing	**RS**	Revision session
GS	Guest speaker	**V**	Visit
IS	Independent study	**GW**	Group work

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
Learning aim A: Explore the current structure of the hospitality industry				
1	● **A1:** The hospitality industry ● Overview of the industry	GW	● **Lead in:** introduce learners to the unit, the aims and objectives of the unit, and the content and assessment method. Then introduce learning aim A. ● **Class discussion:** ask how learners define 'the hospitality industry' and the types of business that make up the industry to help determine their existing knowledge. ● **Tutor presentation:** give an overview of the sectors that make up the hospitality industry. Give an overview of: o accommodation, including hotels, resorts, spas, alternative provision – search YouTube for 'small luxury hotels of the world' for short videos showcasing different hotels, or 'what is a boutique hotel experience?' for a short video that explains the term 'boutique hotel' o food and beverage outlets including restaurants, takeaways and fast food, cafes, coffee shops, bars and nightclubs –	● Specification ● Session presentation ● Worksheets ● *Optional:* copies of recommended textbooks

			search YouTube for 'Best coffee shops in the world' for a series of short videos to use as part of this introduction o contract food service providers o hospitality services, including retail, education, government and local authority provision o membership clubs, including professional or employment association clubs, and sporting clubs o events, including music events, meetings and conferences – search 'elite events management' for a series of events management clips and videos. ● **Plenary:** give a summary of learning and hold a question and answer session to check learning.	
2	● **A1:** The Hospitality Industry ● Accommodation providers	GW	● **Lead in:** recap the previous session and introduce the aims and objectives of this session on accommodation providers. ● **Paired activity:** ask learners to investigate the different types of accommodation in the local area. If the local area does not support this activity, select a city or region that has a range of accommodation providers so that learners can explore the different types of accommodation available. Design a worksheet to allow learners to record the information from their task. Ask learners to share their information with the class for discussion. ● **Tutor-led activity:** record learners' responses from the paired activity on a flip chart or whiteboard, and then use a presentation to compare and confirm the range of different accommodation providers. 'Alternative provision' is used in the specification as an overarching point to cover all local terminology for providers other than hotels and resorts; for example, guest houses, bed and breakfasts. ● **Paired activity:** select a range of accommodation providers in your area and ask learners (either individually or in pairs) to investigate their products and services, and find out if they are local, national or international. Design a worksheet to allow learners to record their findings. Learners can share their findings with the class. As an extension, ask learners to find out	● Specification ● Session presentation ● Worksheets ● *Optional:* copies of recommended textbooks

	● Food and beverage providers		the star rating of each accommodation provider (if applicable) and the value of this system. ● **Tutor-led discussion:** explore the different products and services offered by different accommodation providers. Use a presentation to show how larger accommodation providers can offer a wider range of products and services. Discuss the differences in cost and quality of products, and levels of service between different providers. Design a worksheet to allow learners to capture this information. ● **Plenary:** give a summary of learning and hold a question and answer session to check learning. ● **Lead in:** recap the previous session and introduce the aims and objectives of this one on food and beverage providers. ● **Individual activity:** ask learners to investigate the different types of food and beverage outlets that are available in the local area and if they are local, national or international. Learners write a short report or design a magazine article about food and beverage outlets in the local area. Learners share and discuss their findings with the class.	
	●	GW	● **Tutor presentation:** provide an overview of food and beverage outlets. Discuss the following (these are classed as food and beverage outlets as this is their main revenue stream; it is noted that they can be put into other classifications): o restaurants o takeaways and fast food outlets o cafes o coffee shops o bars and nightclubs. ● **Paired activity:** ask learners to investigate the different products and services offered by the outlets. Design a worksheet to allow learners to capture the information gained from their	

			investigation. Learners share their findings with the class and discuss. ● **Tutor-led presentation:** show how larger food and beverage providers can offer a wider range of products and services. ● **Small group activity:** based on the presentation (and research if needed), discuss the differences in cost and quality of products and levels of service between different providers. Design a worksheet to allow learners to capture information from the discussion. ● **Plenary:** give a summary of learning and hold a question and answer session to check learning.	
3 ●	**A1:** The hospitality industry • Contract food service providers • Hospitality services • Membership clubs	GW	● **Lead in:** recap the previous session and introduce the aims and objectives of this one on contract catering, hospitality services and membership clubs. ● **Tutor presentation:** introduce learners to contract food service providers. Explain that, where services are outsourced to an external provider, this is known as 'food service and management' provision. Discuss how, traditionally, contract catering has been associated with non-profit or institutional catering, including workplace canteens, hospitals and schools. Give examples of national operators and international operators, such as Compass Group and Sodexo, and explain that there are numerous small operators who provide catering services to businesses and individuals. ● **Paired activity:** ask learners to use the internet to investigate the small operators who provide catering services in the local area, or nearest large town/city. Design a worksheet to allow learners to capture their findings. Learners share their findings with the class. ● **Paired activity:** ask learners to use the internet to investigate large national and international operators and the products and services they offer, as well as the environments that they operate in. Learners prepare a short report on their findings and share and discuss their results with the class.	● Specification ● Session presentation ● Worksheets ● Optional: copies of recommended textbooks ● Information/ handouts on large contract caterers

			● **Tutor presentation:** discuss contract catering in the following environments: o industrial catering o event management o sport venue catering o leisure venue catering o public sector catering (schools, prisons, etc.) o travel catering (airlines, trains, etc.). ● **Tutor-led discussion:** discuss the overlap between food service providers and hospitality service providers, the typical environments in which they operate and the range of services they offer. Give a definition of 'hospitality services' as an in-house service; for example, for a retailer, local authority or university. ● **Knowledge quiz:** confirm understanding of the topic. ● **Tutor presentation:** introduce learners to membership clubs, giving a definition and overview. Include prestigious private membership clubs and sporting clubs, covering the range of clubs. Give examples of membership clubs in your country, or worldwide if there are no good examples. ● **Paired activity:** ask learners to use the internet to research membership clubs, to discover the products and services they offer their guests. ● **Class discussion:** discuss products and services offered by a range of membership clubs. ● **Plenary:** give a summary of learning and hold a question and answer session to check learning.	
4 ●	**A1:** The hospitality industry • Events **A3:** Business	GW	● **Lead in:** recap the previous session and introduce the aims and objectives of this one on events and business ownership. ● **Paired activity:** ask learners to investigate the different types of event within the hospitality industry. Design a worksheet to capture this information. Learners feed back to the class. ● **Tutor presentation:** introduce the range of different	● Specification ● Session presentation ● Worksheets ● Optional: copies of recommended

	organisation and ownership in the hospitality industry • Business ownership		events, from private parties to weddings, and conferences to large music and sporting events. Discuss how events are organised by specialist event companies, by hotels as part of their conferencing and banqueting offers, and by contract caterers. ● **Knowledge quiz:** confirm understanding of the topic. ● **Tutor presentation:** introduce general business ownership types. Give generic descriptions of the different types of ownership, using a selection of the businesses from the learners' research into food and beverage providers in previous sessions as examples of each different type. Discuss the following: o sole traders o partnerships o incorporated companies o other types of business ownership specific to locality. ● **Small group activity:** in their groups, learners investigate either franchising or licensing agreements as a method of business ownership. The task is to discover how franchising and licensing work, and the benefits and drawbacks of each. Groups give a five-to-ten-minute presentation on their findings to the class. ● **Tutor presentation:** summarise learning on types of hospitality businesses, products and services, and check understanding. ● **Individual activity:** learners investigate the different operational and support departments in a large hotel, in preparation for their visit in week 8. ● **Plenary:** give a summary of learning and hold a question and answer session to check learning.	textbooks ● Information/ handouts on franchising and licensing
5	**A2:** Scope and scale of hospitality industry	GW	● **Lead in:** recap the previous session and introduce the aims and objectives of this one on the scope and scale of the hospitality industry. ● **Tutor-led discussion:** introduce learners to the scope and scale of the hospitality industry.	● Specification ● Session presentation ● Worksheets ● Optional: copies

			● **Individual activity:** ask learners to investigate how the hospitality industry relates to the tourism industry and how they are inseparable. Learners share their findings with the class. ● **Paired activity:** set learners a task to find out the importance of hospitality as a business sector, including: o its economic value and contribution to the local and national economies (contribution to GDP) o the number of people employed in the industry o its direct and indirect contribution to the economy o its importance/value to the local economy. Learners share their findings with the class. ● **Tutor-led discussion:** discuss the research findings, including the direct and indirect impact of the hospitality and tourism industries on the local and national economies – both positive and negative. ● **Tutor presentation:** summarise learning and confirm facts and figures. ● **Plenary:** give a summary of learning and hold a question and answer session to check learning.	of recommended textbooks
6	**A4:** Employment opportunities	GW & GS	● **Lead in:** recap the previous session and introduce the aims and objectives of this one on employment opportunities in the hospitality industry. ● **Individual activity:** ask learners to consider their career options and investigate their ideal job. Using the internet, learners can search for and print a selection of job adverts and job descriptions with information on starting salaries, working patterns and general conditions. Learners produce a short report to sum up their findings. Learners then share their findings with the class. Discuss learners' findings and ensure all roles are covered. ● **Group activity:** split the class according to their ideal jobs. Groups should produce two or three questions about the roles to put to the guest speaker.	● Specification ● Session presentation ● Worksheets ● Optional: copies of recommended textbooks

			● **Guest speaker:** invite a representative from a large employer to talk about the career opportunities and career paths within their organisation. ● **Individual activity:** if you cannot organise a guest speaker, you may need to amend the previous activity to ask learners to research a range of job roles in the hospitality industry. ● **Plenary:** give a summary of learning and hold a question and answer session to check learning.	
7 ●	**A1:** The hospitality industry • Business organisation • Employment opportunities • Visit to large hotel	IS & V	● **Lead in:** recap the previous session and introduce the aims and objectives of this session on hotel organisation. ● **Visit:** arrange a visit to a large hotel to help learners explore how they are organised into operational departments and support departments. A representative from the company can describe the responsibilities and functions of each department. The representative can discuss employment and career opportunities. ● **Individual task:** if you are unable to organise a visit to a large hotel, produce a case study or set a research task that will allow learners to discover the responsibilities and functions of each department. ● **Plenary:** give a summary of learning and hold a question and answer session to check learning.	● Specification ● Session presentation ● Worksheets/case studies ● Optional: copies of recommended textbooks
8 ●	**A1:** The hospitality industry	RS	● **Assignment preparation:** learners collate their class notes and the outcomes of any class activity to assist them with their preparation for assessment. You may want to produce a series of quizzes or test activities to establish learning and to highlight any gaps.	● Specification ● Session presentation ● Worksheets ● Optional: copies of recommended textbooks
Learning aim B: Investigate the hospitality supply chain				
9	**B1:** Industries in the	GW	●**Lead in:** introduce learners to the aims and objectives of the	● Specification

	hospitality supply chain and the goods and services they provide • Suppliers **B2:** Sourcing considerations		learning aim, the content and the assessment method. ● **Tutor-led discussion:** ask learners what they understand by the term 'supply chain' and how it applies to the hospitality industry. ● **Tutor presentation:** give an overview of the types of supplier and the products and services they supply. Remember that this is a general introduction to suppliers to the hospitality industry. You can refer to specialist supply chain management for large national/international operators but this is not the point of this learning aim. ● **Paired activity:** learners investigate the different types of supplier to the hospitality industry. Design a worksheet to allow learners to record their findings. Learners share their findings with the class. ● **Tutor-led presentation:** discuss which of the following are the most appropriate suppliers for different types of outlet, and how the supplier can often be determined by organisational policy and procedures: o wholesale o retail o specialised o local or national o daily market lists o cash and carry o company nominated suppliers. If you feel it is appropriate, you could also discuss sourcing considerations, as this can link directly to organisational policy. Include: o different methods of supply and trace origin data o value for money o the range/choice on offer o aftersales services and warrantees o types of supplier payment options and methods.	● Session presentation ● Worksheets ● Optional: copies of recommended textbooks

			●**Paired activity:** set an investigative task asking learners to look into the traceability and provenance of food and drink, and the importance this has in selecting a supplier. Learners share their findings with the class. Discuss the importance of traceability and provenance for customers. ●**Plenary:** give a summary of learning and hold a question and answer session to check learning.	
10	**B1:** Industries in the hospitality supply chain and the goods and services they provide ● Visit to suppliers	V & GW	●**Visit:** arrange a visit to a wholesale supplier/wholesale market, to allow learners to gain a better understanding of suppliers in the hospitality industry. ●**Individual activity:** if the visit is not possible, design a case study that allows learners to select the most appropriate supplier for a certain scenario. ●**Tutor-led discussion:** discuss price, quantity requirements, items supplied on credit basis, the range of items (choice), reliability and consistency. ●**Plenary:** give a summary of learning and hold a question and answer session to check learning.	● Specification ● Session presentation ● Worksheets/case studies ● Optional: copies of recommended textbooks
11	**B1:** Industries in the hospitality supply chain and the goods and services they provide • Recruitment agencies • Tour operators • Travel agents	GW & GS	● **Lead in:** recap the previous session and introduce the aims and objectives of this one on employment opportunities in the hospitality industry. ●**Small group activity:** ask learners how they found the job advert/job descriptions from lesson 7. Find out how many job vacancies were advertised via a recruitment agency and how many directly by the employer. Discuss why hospitality organisations use recruitment/staffing agencies. ● **Tutor-led discussion:** introduce learners to recruitment and staffing agencies. Ask learners to consider how they think recruitment and staffing agencies help hospitality businesses. ●**Paired activity:** ask learners to research the benefits and drawbacks to hospitality organisations of using recruitment agencies/staffing agencies. Feed back to the class and discuss. ● **Knowledge quiz:** hold a question and answer session to	● Specification ● Session presentation ● Worksheets ● Copies of recommended textbooks ● Examples of job descriptions

			check learning. ● **Lead in:** introduce the next topic on tour operators and travel agents. ● **Guest speaker:** arrange for a guest speaker to talk about the support/services tour operators and travel agents provide for hospitality organisations, and to guests of hospitality providers. The guest speaker can discuss the importance of the contribution of tour operators and travel agents to the wider hospitality industry. ● **Individual activity:** if it is not possible to arrange a guest speaker, set an investigative task to allow learners to investigate the support/services tour operators and travel agents provide for hospitality organisations, and to guests of hospitality providers. ● **Paired activity:** ask learners to use the internet to explore a number of hotel booking websites and their growth and impact on the hospitality industry. ● **Class discussion:** discuss the benefits and drawbacks of the 'hotel' websites. Use the internet to explore a number of these sites and discuss their growth and impact on the hospitality industry. ● **Plenary:** give a summary of learning and hold a question and answer session to check learning.	
12	**B1:** Industries in the hospitality supply chain and the goods and services they provide • Transport • Banks • Revision	GW & RS	● **Lead in:** recap the previous session and introduce the aims and objectives of this one on the transport industry, banks and sourcing considerations. ● **Paired activity:** ask learners to consider how the transport sector supports the hospitality industry; discuss thoughts with the class. ● **Tutor presentation:** introduce learners to the transport industry, including: o airlines and flights o trains o ferries and cruises	● Specification ● Session presentation ● Worksheets ● Copies of recommended textbooks

			o taxi and car services. Discuss how hotels and airlines/train operators form partnerships to create packages. Discuss the importance of offering transport services to guests, and the support transport services offer to the hospitality industry. ● **Paired activity:** ask learners to investigate the services offered by banks to the hospitality industry. Capture responses on a flip chart or white board. ● **Knowledge quiz:** check understanding. ● **Assignment preparation:** use the rest of the session for assignment preparation.	
Learning aim C: Use data and information to develop a business response to trends and developments in the hospitality industry				
13	**C1:** Business analysis tools • PESTLE • SWOT	GW	● **Lead in:** introduction to learning aim C – the content, aims and objectives. ● **Tutor-led discussion:** explain the importance of keeping abreast of trends and developments in the hospitality industry, and the tools a business can use to identify and manage the impact of them. ● **Tutor presentation:** introduce learners to the basic analytical tools PESTLE and SWOT. Explain how PESTLE analyses the external business environment and SWOT the internal business environment. ● **Tutor-led discussion:** expand the mnemonic PESTLE into its component parts (political, economic, social, technological, legal, environmental). Give examples for each factor to assist the discussion. ● **Paired activity:** allocate each group an individual PESTLE factor to investigate. Learners should give local, national and international examples within each factor. Learners discuss their findings with the class. ● **Class discussion:** ask learners to consider a range of the PESTLE factors identified to see if they can determine the impact each factor could have on hospitality businesses. Draw	● Specification ● Session presentation ● Worksheets ● Copies of recommended textbooks ● Business profile ● Case study

	C1: Business analysis tools • Competitor analysis		from local, national and international factors to determine if these have either positive or negative impacts on business. ● **Tutor-led activity/presentation:** use a series of newspaper clippings to illustrate how PESTLE factors in other countries can impact hospitality businesses in your country; for example, terrorism in one country can divert tourists to another. ● **Paired activity:** using the articles, ask learners to sort these into PESTLE categories and evaluate the impact on the hospitality industry. Learners produce a short report to summarise their findings. ● **Tutor-led discussion:** expand the mnemonic SWOT into its component parts (strengths, weaknesses, opportunities, threats). Use a discussion to investigate individual SWOT elements. Discuss how a strength for one business could be classed as a weakness for another. Design a worksheet that allows learners to record information. ● **Individual activity:** use an extended case study of your local area to allow learners to carry out PESTLE and SWOT analyses. You will need to give learners a business profile in order for them to carry out an applied SWOT analysis. Learners make a report on their findings. Learners share their findings with the class and discuss. ● **Tutor presentation:** share learners' PESTLE and SWOT analyses and discuss how they arrived at their outcome. Collect the individual learner reports and give feedback. ● **Plenary:** give a summary of learning and hold a question and answer session to check learning. ● **Lead in:** recap the previous session and introduce the aims and objectives of this one on competitor analysis. ● **Tutor-led discussion:** introduce learners to competitor analysis. Explain that it is an assessment of the strengths and weaknesses of current and potential competitors. ● **Tutor presentation:** describe and demonstrate how to undertake a competitor analysis, the type of information	

			needed and what to do with this information. ● **Paired activity:** set each pair a different local hospitality business to investigate. Ask learners to profile this business and carry out a comprehensive competitor analysis. As an extension activity, learners could recommend changes to the business based on the competitor analysis. Learners share their findings and discuss them with the class. **Plenary:** give a summary of learning and hold a question and answer session to check learning.	
14	**C2:** Researching and collecting data and information on trends and developments **C3:** Use data and information to develop responses to trends and developments	GW	● **Lead in:** recap the previous session and introduce the aims and objectives of this one on market trends and marketing and media influences, and how to respond to these trends. ● **Teacher presentation:** introduce learners to the concept of researching and collecting data and information on trends and developments. Tie this into the use of PESTLE, SWOT and competitor analysis to show how it can help to identify: o the market trends and market position of both one's own hospitality organisations and competitors o new products and services o new concepts o gaps and opportunities in the market. Explain to learners that the point of researching and collecting data is not only to identify trends and developments, but to formulate strategies to take advantage of or mitigate against these. ● **Class discussion:** discuss how PESTLE, SWOT and competitor analysis can help to identify market trends, new products/services/concepts and gaps/opportunities in the market. Learners can refer to their own competitor analysis to see if they identified possible trends and new products. If not, they could add to their analysis. ● **Individual activity:** give learners a case study that includes details of an organisation that has identified: o the market trends and market position of both its own	● Specification ● Session presentation ● Worksheets ● Copies of recommended textbooks

			hospitality organisations and competitors o new products and services o new concepts o gaps and opportunities in the market. Ask learners to write a short report recommending how the business would best react/respond to these, and the benefits and drawbacks of their options. ● **Teacher presentation:** introduce learners to how marketing and media (trade press, magazines, TV, films, social media) influence trends. ● **Paired activity:** ask learners to investigate examples of the latest trends driven by marketing and the media. This can include global influences on the hospitality industry, as well as nationwide ones. Learners feedback and discuss suggestions with the class. ● **Plenary:** give a summary of learning and hold a question and answer session to check learning.	
15	**C2:** Researching and collecting data and information on trends and developments	GW	● **Lead in:** recap the previous session and continue with the topic. Introduce the aims and objectives of this session on target markets and lifestyle trends. ● **Class discussion:** discuss the impact of social media. Cover the impact of the digital revolution on production and consumption, including: o the impact of platforms like Instagram o the increasing demand for personalised solutions that answer individual needs o how easy technology has made it for hospitality businesses to communicate with their customers. ● **Individual activity:** give learners a case study that includes details of an organisation that has identified: o a specific Instagram led trend (identified in the case study) o a demand for personalised solutions that answer individual	● Specification ● Session presentation ● Worksheets ● Copies of recommended textbooks

			needs within their business o new technology for communicating with their customers. Ask learners to recommend how the business would best react/respond to these, and the benefits and drawbacks of these options. They could write a report or create a presentation. ● **Tutor-led discussion:** discuss how the target market of a hospitality business affects its customers' needs and wants. Also cover how customers can influence trends, especially when consumer lifestyle trends are constantly changing. ● **Paired activity:** ask learners to investigate current lifestyle trends and discuss their ideas. Present ideas for discussion if learners are unable to think of any. Learners produce a short report to summarise findings. ● **Tutor presentation:** sustainability and ethical considerations with selection of suppliers; recap here and develop if this is currently a trend in your country. ● **Individual activity:** give learners a case study that includes details of an organisation that has identified: o an interest from customers in ethically sourced ingredients o a specified lifestyle trend. Ask learners to recommend how the business would best react/respond to these, and the benefits and drawbacks of these options. ● **Tutor presentation:** ensure all ways in which hospitality businesses can respond to trends, issues and developments in the market have been examined. Focus on the positive and negative impacts of each course of action. Sometimes it may not be viable for a business to respond to all/any trends and issues. ● **Plenary:** give a summary of learning and hold a question and answer session to check learning.	
16	Assignment workshop	RS	● **Assignment preparation:** learners collate their class notes and the outcomes of any class activity to assist them with their preparation for assessment. Give individual feedback on	● Specification ● Session presentation

			case study activities from the last two sessions, identifying strengths and weaknesses. Additional case study activities should be available if required.	● Worksheets ● Copies of recommended textbooks
17	Set assignment task	AW	**Set assignment task**	●
18	Set assignment task	AW	**Set assignment task**	● Set Assignment Brief ● Preparation notes
19	Set assignment task	AW	**Set assignment task**	● Set Assignment Brief ● Preparation notes
20	Set assignment task	AW	**Set assignment task**	● Set Assignment Brief Preparation notes

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